Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3		
Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal Information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 20 AM 10:56 DIVISION OF GRANTS ADMINISTRATION
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name DR ML Garza-Gonzalez Charter School	Vendor ID # 74 2140472	Mailing address line 1	
Mailing address line 2 4129 Greenwood Dr.	City Corpus Christi	State TX	ZIP Code 78416-
County-District # 178801	Campus number and name DR ML Garza-Gonzalez Charter School	ESC Region # 2	US Congressional District # 37	DUNS # 187999289

Primary Contact

First name Maria	M.I.	Last name Garza	Title Superintendent
Telephone # 361-881-9988	Email address drgarzaml@yahoo.com		FAX # 361-881-9944

Secondary Contact

First name Anita	M.I.	Last name Hinojosa	Title Federal Grants Director
Telephone # 361-881-9988 ext. 1208	Email address Anitah1@sbcglobal.net		FAX # 361-881-9944

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Maria	M.I.	Last name Garza	Title Superintendent
Telephone # 361-881-9988	Email address drgarzaml@yahoo.com		FAX # 361-881-9944
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

5/19/14

701-14-109-023

COPY

RFA #701-14-109; SAS #185-15
2014–2017 Texas Title I Priority Schools, Cycle 3

College Career Completion
Dr. ML Garza-Gonzalez Charter School

Schedule #1—General Information

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

For TEA Use Only		
Changes on this page have been confirmed with:		On this date:
Via telephone/fax/email (circle as appropriate)		By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
	        1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        2. Are designed and developed with teacher and principal involvement;
	    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5--Program Executive Summary	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dr. ML Garza-Gonzalez Charter (DMLG), a PK-12 campus located in Corpus Christi and Nueces County, created **Project C3 (College and Career Completion)** to address the academic performance and graduate deficiencies with both College and Career completion. C3 will implement the **transformation model** to meet the required Texas Title I Priority Schools (TTIPS) grant requirements. The following elements are unique to both Charter and Public Schools as DMLG is first to apply the **American Dream School Model** that helps develop National Blue Ribbon Awards. Since Hispanics are the largest uneducated minority group in America with a cumulative degree attainment of only 19.4% as compared to Blacks at 28.7% and Whites at 41.9% (US Census, 2010), the American Dream has failed to materialize for many Hispanic full time salary workers who earn the lowest of all median weekly incomes in all race categories (US Dept of Labor, June 2010). To truly transform and turn around Persistently Lowest Achieving Schools (PLAS) C3 will go beyond simple content mastery and college readiness to transform a root sub-culture beyond the school walls as modeled by community and full service schools. **C3** will place life value on education (Teach to Life not Just a Test) and hand walk families out of generational poverty and welfare dependency by immersing an entire community into the TTIPS formula while systematically training the parents towards ultimate responsibility. **C3** embraces the following myriad of effective cohesive TTIPS educational goals, strategies and resources to spur higher educational success;

- ✓ District-wide cultural and collegiate tours to local, state and national campuses
- ✓ District-wide comprehensive and sequential college completion and parent training workshops
- ✓ Year round youth workforce experience and job skills training for all secondary students
- ✓ One-to-one technology solutions for synced school to home learning bypassing the need for internet connection
- ✓ Community cloud for a wide range of family resources, videos, e-books and bilingual education
- ✓ Guaranteed college financing support for all C3 graduates not just top or low income students
- ✓ K-12 after school services for technology, wellness, mentoring, tutoring, fine arts, chess and sports
- ✓ Comprehensive mentoring with teachers, college students, alumni graduates and model DMLG students
- ✓ Credited college courses utilizing dual, con-current and distance learning partnerships with local colleges
- ✓ Sustainable elements with parent, community and school funds coordinated with DMLG resources and new grants
- ✓ Leadership Development to include engaged student, parent and business councils for effective feedback
- ✓ Community support for Family Honor Code targeting Maslow's Transcendence need for service learning
- ✓ College Outreach support to include designated work-study students with a centralized DMLG Go Center
- ✓ K-12 summer camps with bridge programs at local colleges to enhance Early College High School (ECHS) credits
- ✓ Master Educators that are well trained in poverty, parent engagement, mentoring and role modeling
- ✓ Year round tutoring to include after school, summer and late night hours to include online chalkboards
- ✓ Community Service projects for campus edifications, community cleanup, parks and business support
- ✓ Adult courses to include ESL, GED, Computers, Parenting, and Wellness for entire campus community

C3 will develop and increase teacher and school leader effectiveness with a new culture and professional development (PD) program in **Master Teacher Inc.** Master Teacher Inc. a dedicated company of Research based practices for Educational Development with more than 40 years of experience serving all of the nation's most challenging schools. Master Inc. will provide PD to all staff to include secretaries, teacher assistants, substitutes and principals in addition to any local, regional and state required PD. C3 will implement the following TTIPS requirements:

1. Seek and develop a rigorous, transparent, and equitable evaluation systems for teachers and principals
2. Provide ongoing, high-quality, job-embedded professional development
3. Include financial incentives, increased opportunities for promotion and career growth, with flexible work conditions
4. Utilize data disaggregation to identify and implement an instructional plan to inform and differentiate instruction
5. Increase learning time and creating community-oriented schools
6. Provide ongoing mechanisms for family and community engagement
7. Create periodic reviews to ensure that the plan has the intended impact on student achievement
8. Implement a "response-to-intervention" model for transitioning students into post secondary programs
9. Use and integrate technology-based supports and interventions as part of the instructional program. Increase rigor by offering opportunities for students to enroll in advanced coursework
10. Improve student transition from middle to high school through summer transition programs

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

11. Increase graduation rates through credit and grade recovery programs with online acceleration modules
12. Create parent, community and student councils to create the ownership necessary for a Turnaround School
13. Implement a positive behavioral intervention (Positive Peer Pressure) to improve school climate and discipline
14. Expand the school program to offer Full Day Pre-kindergarten with a College Bound Vision

Dr. ML Garza-Gonzalez ensures that the **C3 Transformation Model** addresses the specific gaps and weaknesses of the campus. The new hands on science and math campus projects will bring high technology learning for core areas to assist in real career links to higher education majors that lead to successful income earning and targeted jobs. DMLG serves 87% At Risk Students, 91% economically disadvantaged, 93% Hispanic students and is identified as an Improvement Required District. The table below indicates the gaps and weaknesses addressed by **C3** goals.

CSF	Summary of Gaps, Barriers and Weakness to be addressed by TTIPS Plan to Meet AYP
Academics	DMLG will improve student achievement with STAAR Met or Exceeded Standard All Grades Includes: Reading from **59% to 70%** (state at 62%) passing with new tech programs; Mathematics from **43%** to **65%** (state at 59%) accelerated ASP and summer programs for students; Science scores attendance and participation at these grade levels will increase for STAAR data with new STEMS program; Writing scores will improve with new PD and TTIPS strategies with Master Teacher, ESC workshops, Core Coaches with added instructional aides in key classrooms to bolster higher scores with intensive teacher classroom modeling by Master Teacher and ADS external consultants. Create first Grad class of 2015.
Data to Drive Instruction	Improve Teacher Technology Targets with **STaR Chart**; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS for campus average of **35%**; Improve Quality Professional Learning Opportunity by adding TTIPS workshops; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve an Exemplary Rating in all 4 Required TEA Indices; Improve the use of Standardized Test Reviews; Improve Tutorials for At-Risk/ Low Performing students with Research based online SES tutoring with Brainfuse.
Leadership	Attend **Quality National Conferences** (Model Schools International Conference in Buena Vista, Florida) for turnaround models leaders; Attend ESC TTIPS workshops (Lead4Forward); Provide Leadership Mentoring with one on one HQ Mentor; Target DMLG Leadership Exceeds Competencies with DMLG Leadership PDAS Evaluation; Provide Distributed Leadership Training Workshops and Provide a comprehensive school wide PD program such as Master Teacher to guide leader toward campus teamwork. Develop Professional Development Teams to help campus with long term campus solutions.
Learning Time	Align with **ACE program and Brainfuse** for targeting extended Learning Time with flexible **schedules for Core Courses**; Provide extra-curricular clubs with Teacher Incentives; Provide Before School and summer school support for a morning lab; Provide community events to engage TTIPS academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology Coach; Provide Saturday cultural festivity events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills.
Parent Community	Increase parent communication with **technology and family education**; Create STEMS CSL projects like Wind Technology, Ag, Solar and biology with Del Mar College and TX A&M CC. Increase Partnerships for TTIPS student incentives; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Create monthly C3 Training for parents to learn College and Career Completion Strategies.
School Climate	Increase School Pride with **new student clubs and motivational trips**; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center. Track progress of college Degree attainments and advertise graduates in newspapers. Create awards for all graduates.
Teacher Quality	DMLG has double the state average for new teachers (18%) and teachers with less than 5 years of experience (41%) therefore C3 will provide a **Master Teacher comprehensive PD Services to** increase online and onsite PD for immediate support & intervention; Increase Technology Usage with new Cloud and tablet devices to align all DMLG curricula on a an interactive cloud for student usage.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary						
County-district number or vendor ID: 178801				Amendment # (for amendments only):		
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.				Fund code: 276		

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$ 1,634,868	$ 171,243	$ 1,806,111	$ 0
Schedule #8	Professional and Contracted Services (6200)	6200	$ 761,340	$	$ 761,340	$ 0
Schedule #9	Supplies and Materials (6300)	6300	$ 286,155	$	$ 286,155	$ 0
Schedule #10	Other Operating Costs (6400)	6400	$ 149,562	$	$ 149,562	$ 0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$ 765,708	$	$ 765,708	$ 0
Total direct costs:			$3,597,633	$		$ 0
2.047% indirect costs (see note):			N/A	*$ 171,243		$0
Grand total of budgeted costs (add all entries in each column):			$ 3,597,633	$ 171,243	*$3,596,100	$ 0

Administrative Cost Calculation

Enter the total grant amount requested:	$3,596,100
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 179,805

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
$ 1,256,292	$ 1,256,292	$ 1,256,292	*$ 3,596,100

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 178801		**Amendment # (for amendments only):**		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1	Teacher (Instructional Coach for Core Courses)	1		$ 150,000	$
2	Educational aide				$
3	Tutors (College Students)	5		$ 50,172	$
Program Management and Administration				
4	Project director				$
5	Project coordinator	1		$ 165,750	$
6	Teacher facilitator				$
7	Teacher supervisor				$
8	Secretary/administrative assistant	1		$ 50,172	$
9	Data entry clerk				$
10	Grant accountant/bookkeeper	1		$171,243	$
11	Evaluator/evaluation specialist				$
Auxiliary				
12	Graduation Counselor	1		$ 127,050	$
13	Social worker				$
14	Community liaison/parent coordinator (Family Facilitator)	1		$ 56,100	$
Other Employee Positions				
21	Technology Coach	1		$ 114,300	$
22	After School Lab Coordinator	1		$ 56,100	$
23	Title			$	$
24		Subtotal employee costs:		$ 940,887	$ 0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$ 6,750	$
26	6119	Professional staff extra-duty pay ($33,000 performance pay; 10 Prof Dev Teams). DMLG Teachers will work 2 additional hours per day during restructuring and turn around phase with added leadership responsibility and semester campus projects. Includes 2-4 week summer planning and TTIPS training. Teachers will be assigned to various extra duty pay packages to include mentoring, mentee, observations, budgets, grants, college readiness, after school enrichment, council development and PD with one additional extended learning club sponsor offered to students or adults. C3 teachers will also implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the	$ 708,000	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

		needs of the students in a transformation school. Teachers will help design Comprehensive instructional reform strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and that promotes the continuous use of student data such formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students. Extra-duty hours will help increase learning time and creating community-oriented schools and will establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement. Professional Teams will help provide operational flexibility and sustained support to give the school sufficient operational flexibility such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
27	6121	Support staff extra-duty pay	$ 4,500	$
28	6140	Employee benefits FTE @17%	$145,974	$
29	61XX	Tuition remission (IHEs only)	$ 0	$
30		Subtotal substitute, extra-duty, benefits costs	$ 865,224	$ 0
31		**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$1,806,111**	**$ 0**

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$ 0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$ 0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$ 0	$ 0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$ 0	$ 0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: **SIRC Evaluation and Technical Assistance**	☐ Yes, this is a subgrant	

Describe topic/purpose/service: TTIPS Turnaround Interventions and Strategies; Conduct extensive training on Transformation Option; Provide in-depth training in systems, professional development and organization for campus staff; Support implementing positive behavior support systems; Assist in identifying teacher leaders and building the capacity to improve the quality of instruction; Help DGML establish data and evaluation systems to monitor progress toward Critical Success Factors, milestones, and performance targets; Facilitate principals/leaders to create networking opportunities for DGML; Support community outreach and involvement; Provide data and research to best utilize the extended instructional time; Conduct site visits to both the LEA and campus to support the Transformation process; Provide case management including site visits; Establish extended learning opportunities for DGML.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $ 250 daily	# of positions: As Per TEA Requirements	$ 45,000	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 45,000	$ 0

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service: **Supplemental Educational Services (SES)**	☐ Yes, this is a subgrant

Describe topic/purpose/service: Tutoring services for low performing students (1,250 hours per year) Students receive one-to-one, guided instruction from carefully screened tutors; a user-friendly online classroom encourages participation and allows tutors and students to communicate in real time – whatever the student types or draws the tutor sees simultaneously; tutors identify skill gaps and other individual student needs through a pre-test; a preliminary learning plan is created; the individualized learning plan consisting of specific achievement goals and a timetable for their implementation; Progress reports are provided regularly and provide both test data and individualized comments from tutors. Services are year round and round the clock in science and math.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $25/hr.	# of positions: Online Tutors	$ 31,250	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: none		$	$
Contractor's other operating costs: none		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 31,250	$ 0

3

Specify topic/purpose/service: **Teacher Induction and Mentoring Program**	☐ Yes, this is a subgrant

Describe topic/purpose/service: To induct, retain and create Master teachers; mentors will be trained to employ Situational Mentoring; equip protégés with what the mentor knows; empower what protégés want to do and become; Mentees will be allowed to observe others teachers; follow-up self assessment report; transfer skills to the classroom; observations for all new and apprentice teachers.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $46,020	# of positions: 2	$ 46,020	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 46,020	$

4

Specify topic/purpose/service: **ESC 2 Regional Workshops**	☐ Yes, this is a subgrant

Describe topic/purpose/service: STAAR Workshops in Core Courses; **Lead4ward workshop** presented in conjunction with ESC2 consultants; **Reading Comprehension** strategies and techniques for teachers to use in the classroom to enhance student comprehension; **STAAR Focus: Writing**- Participants will study the rigorous writing expectations for STAAR and create a plan of action that includes the use of direct instruction based on their district's curriculum documents. **Focus Schools Networking Sessions**-Participants will be guided through networking sessions with other Focus Schools to learn, discuss, collaborate and share. Sample Topics covered at each sessions will include but are not limited to:
- Reviewing the Texas Accountability Intervention System (TAIS) improvement process.
- Reviewing the ESEA turnaround principles and critical success factors with each focus school.
- Planning interventions aligned to the ESEA turnaround principles and critical success factors (CSFs).
- Identifying, implementing, and including in the 2014-15 campus improvement plan, no less than one instructional intervention specifically targeted to address closing existing achievement gaps.
- Including reasons for identification and targeted instructional interventions in the school's 2014-15 campus improvement plan. These interventions will be designed with the expectation of continuation through the 2015-2016 school year.

Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	Pre-Award

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Contractor's payroll costs: $1,200/ day for 11 PD Sessions	# of positions: Varied	$ 39,600	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 39,600	$

5

Specify topic/purpose/service: **Professional Team Development Training (bi-monthly)**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Teachers will be assigned to Professional Development Teams (PT) and given extra duty pay beyond classroom hours; PT will solve specific campus problems with Team assignments; utilize a Continuous Professional Development (CPD) model built upon the premise of ongoing instruction that will influence classroom practice; comprehensive and synced training; targets the major deficiencies in Campus Turnaround issues; Teams include Parent Engagement, College Readiness, Data Disaggregation, Community Support, Home Visits, Foundation Grants, College Tours and Extended Learning with approved Campus Projects. PT will be part of teacher evaluations and observations.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $2,100 per day with Teacher Teams; 24 days /yr.	# of positions: 2	$ 151,200	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 151,200	$

6

Specify topic/purpose/service: **Science and STEMS Development**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide Specialized PD in Math and Science (sample courses) Introduction to the Revised Mathematics TEKS-Participants will examine the focal points within the newly revised mathematics TEKS and compare the new and current TEKS; explore a gap analysis for the transition to implementation and assessment of the new TEKS; examine the learning progressions within the new TEKS that develop fluency and proficiency; and study the mathematical process standards in the new TEKS. Through both hands-on and online activities, these trainings are designed to strengthen participants' knowledge of mathematics concepts and processes, improve overall mathematics instruction, and lead to student success on statewide assessments and post-secondary readiness. Beginning TI-Nspire for Secondary School Teachers-This workshop introduces secondary school teachers to the TI-Nspire handheld. Secondary School TEKS activities will be used to explore the different applications on the TI-Nspire. Bring your TI-Nspire or borrow one of mine! TI-Nspire handheld training for classroom teachers. Algebra 1 Interactive Notebooks for EOC Success-This is a make-and-take workshop; teachers will create an envelope interactive notebook to use as a model throughout the year; will use this as their journal or add it to the resources they are already using.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $649 pp (20 courses)	# of positions: varied	$ 38,940	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Local travel		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 38,940	$

7 | Specify topic/purpose/service: **Leadership Mentoring/Training/Observations and Teacher Evaluations** | ☐ Yes, this is a subgrant

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Describe topic/purpose/service: Principal Development; performance areas for critical leadership skills will be developed to include; Promoting collaborative problem solving and open communication; Collecting, analyzing, and using data to identify school needs; Using data to identify and plan for needed changes in the instructional program; Implementing and monitoring the school improvement plan; Using systems thinking to establish a clear focus on attaining student achievement goals. The five areas are not a chronology of what a principal must do first, second, and third, but rather are cyclical in nature and must be demonstrated continuously throughout the school improvement process. The end product of this Leadership face to face process is the school improvement plan, whereas the end goal for the process is improved student achievement. The Leadership Training is an attempt to more specifically reflect the expectations for school principals related to their most critical role: leading the school through a school improvement process that results in improved student performance.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $8,230 campus wide for 2 events	# of positions: 2	$ 49,380	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials:		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 49,380	$

8

Specify topic/purpose/service: **Parent College and Career Completion Monthly Training**

☐ Yes, this is a subgrant

Describe topic/purpose/service: Parents will trained on developing Engaged Council, Fin. Aid Opportunities, Careers, Parenting skills, Motivation, Making the grade Secrets, Overcoming Adversity, Role Modeling, Summer Learning, Leaving Legacy, College Parent panels.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $1,225 per training (1 month for 10 months).	# of positions: 2	$ 36,750	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 36,750	$

9

Specify topic/purpose/service: **Technology Training**

☐ Yes, this is a subgrant

Describe topic/purpose/service: All teachers will be trained on submitting cloud lessons, populating campus cloud, and using the cloud for school to home lessons without the need for home internet. Teachers will learn to align lessons, videos, and homework for one to one devices. Teachers will earn to use apps, and tablets for classroom teaching. Teachers will be trained with Explore, Automate and Online Software.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $1,500/ day for 3 summer trainings per year.	# of positions: 2	$ 40,500	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials:		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 40,500	$

10
10

Specify topic/purpose/service: **Master Teacher Campus Wide Development Training** to support all school personnel including Subs, TA, and Auxiliary staff.

☐ Yes, this is a subgrant

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Describe topic/purpose/service: Services and Supplies includes: <u>Online Programs for all staff :</u> The Master Teacher Prescriptive: PD Now! (print and online) ; Para Educator PD Now; Support Staff PD Now ; <u>Book Resources: Book Studies;</u> Teacher Book Study; Voices from the Field : What is a Master Teacher Book and Study Guide; Causing Others to Want Your Leadership for Teachers Book and Study Guide ; Top 20 Teachers Book and Teacher's Manual ; Book Study for Para Educator; Personal Training Guide for Para Educator Book Study for Support Staff (other); Customer Survey Book; <u>On-Site Workshops, Modeling, and Coaching : Year One and Two;</u> One Day of On Site Training: The Bailey Group; Top 20 Training and other Topics One Visit per Year from the <u>In House Research Based Workshops: to be delivered by campus principals and administrative staff.;</u> Teacher Essentials: 8 Workshops (each 3 hrs.); Teaching and Learning: 4 Workshops (each 3 hrs.); Creating a Culture of Learning: 5 Workshops: Top 20 Training; Student Motivation and Achievement: 6 Workshops (3 hrs. each) ; Teacher Leadership: 5 Workshops (3 hrs. each); Professional Learning Communities: 2 Workshops (each 3 hrs.); Total of 30 Workshops Available for Each Campus; <u>Administrator's Reference Library : Books and Subscriptions per Campus (All books purchased the first year for building resource library. Year Two continue with North Star for principal.;</u> North Star for Principals Year One and Two; First Sixty Days/Critical Middle/Finishing Strong; Motivating Students ; Teaching for Results; Working with Parents; Great Classroom Management ; Bullying and Cyber-bullying; You Can Handle Them All for Parents; ABC's of Bullying Prevention ; Classroom Teacher's Guide for Working with Para Educators ; Inclusion Facilitator ; Classroom Teacher's Guide to Instructional and Curricular Modifications ; Classroom Strategies for the English Language Learner ; Para Educator's Guide to Instructional and Curricular Modifications ; <u>DVD 's Administrator's Reference Library:</u> Early Career Teacher's Guide to Success in the Classroom; Mentoring Teachers to Mastery I; Mentoring Teachers to Mastery II ; The High Performance Classroom; Teacher Collaboration; Great Classroom Management ; <u>Central Office: Superintendent's Reference Library :</u> Causing Others to Want Your Leadership for Administrators and Study Guides (Year 1: Superintendent Leads all Principals in study: <u>Central Leader and Principals:</u> The Board: Year 1-2 Year Subscription; Galileo for Superintendent's Year 1-2

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $8,000 per campus wide training (4 total, 1 per semester and 2 summer)	# of positions: 4-6	$ 73,400	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: $ 116,100 ($1,935 per teacher)		$	$
Contractor's other operating costs: Travel inclusive of National Trainers		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:		$ 73,400	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	$
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
(Sum of lines a, b, c, and d) 3-Year Grand total		$ 761,340	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration <u>Grant Management Resources</u> page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1				$		
	2				$		
	3				$	$	$
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$0	$

Remaining 6300—Supplies and materials that do not require specific approval:
Teaching supplies for new extended learning 20 @ $1,935 for each teacher yearly, Curriculum and Instruction supplies for Economically Disadvantaged students @ $5,545/yr., Marketing (Brochures/Newsletters/Postage) @ $1,250/yr. for .44 per mailer, Printer Toner/paper/cartridges @ $2,890/yr., Character Education Videos/books @ $345/teacher for $6,900/yr., Premier Agendas @ 240 for $6 each, Cyber Bullying 6-12 Curriculum and e-books @ $438/teacher for $8,760/yr., (All consumable yearly supplies less than $500 per unit)

Teaching Supply Products (sample)	Purpose	Est. Qty.	Est. Cost
Science Kit & Boreal Lab Co			
Stopwatch, elec. LED, 1/100 & 60 sec	Student enrichment	7 @7.75	$ 54.25
Magnet, alnico bar w/marked poles	Student enrichment	7 @9.50	$ 66.50
Magnet, horseshoe 100 mm	Student enrichment	7 @5.95	$ 41.65
Meter stick, basswood, w/metal ends	Student enrichment	7 @5.85	$ 40.95
Ruler, plastic, metric, scales, 30cm	Student enrichment	3 @5.88	$ 17.64
Thermometer, 20c to 110c	Student enrichment	15 @4.28	$ 64.20
Microscope slide, etched, pkg/72	Student enrichment	1	$ 9.50
Kit, electricity laboratory discovery	Student enrichment	7 @59.50	$ 416.50
Microscope, student stereomicroscop.	Student enrichment	7 @139.00	$ 973.00
Collection, rock/mineral collection	Student enrichment	7 @24.00	$ 168.00
Prepared slide, beginner slide set	Student enrichment	7 @30.95	$ 216.65
Compass, magnetic, 40mm diameter	Student enrichment	10 @2.55	$ 26.00
Lego NASA Sets			
International space station	Student enrichment	4 @14.90	$ 60.00
Mars exploration rover	Student enrichment	4 @89.90	$ 360.00

Grant Amount Budgeted for remaining 6300: **$ 286,155**   Pre-Award: **$**

	3-Year Grand total:	$ 286,155	$ 0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: **National Leadership Training for Turnaround Schools in Buena Vista, Florida**. June 23-26, 2015. Training on successful strategies from schools across the nation and around the world that have made tremendous strides in student learning. Model Schools Conference empowers and inspires participants to: raise rigor and relevance for all students; make marked and sustainable improvement in classrooms and school wide immediately; become energized to create positive change and improve instructional effectiveness; implement ideas and strategies shared by the nation's highest performing and rapidly improving schools; transform student learning experiences by using instructional technology; Three C3 leaders yearly, Registration ($475 pus pre conference of $150 pp for $1,875) Est. Flights ($675 pp for $2,025) Hotel for 3 nights ($135 per night for $1,620 total/yr.) and meals ($600), rental for 4 days @ $274). Total $6,394 yearly.	$19,182	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: **Annual College Tours** to expose students early to both college and career completion : Trips include transportation ($4,200), hotels, meals ($3,000), admissions to events ($1,740) Early Childhood grades K-3 (50@ $8,990), TAMUCC/TAMUK; 4-6th grade in (50@ $8,990),UTSA (50 @ $8,990), 9-12th grades College trip to UT AUSTIN /St. Edwards (50 @ $8,990), College trip to A&M College Station (50 @ $8,990). Trips include thematic units in Career and STEMS, cultural enhancement events to plays, museums, capital, Riverwalk, Alamo and Parent Council Participation. Est. $35,960 yearly with both student and campus support.	$ 107,880	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses : **Monthly Parent Council Trainings** will include speakers, light refreshments, training materials, student performances when applicable and college and career mandatory trainings. Est. 150 families @ 10 events for $5 pp. $7,500 yearly.	$ 22,500	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$

Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval: **TEA TTIPS travel for State Yearly Training in Austin** $2,500 yrly to include Travel (van est. $790/yr.), hotel (3 nights for $89/night for $1,335 total /yr.) and meal per diems @ est. $25/day ($375 total/yr.)		$ 7,500	$
3-Year Grand total:		**$ 149,562**	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

				Grant	

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 178801		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2	**Student Handheld wireless Wi-Fi Devices** to provide 100% one-to-one student with wireless Wi-Fi device for homework completion and access to tutoring via Campus cloud to reach math and science goals. Years 2 and 3 are added for new students and broken or stolen devices. 1 yr. warranty. Devices will be used for family programming and adult ed. In ESL, GED and Tech as well.	240	$ 479	$ 344,880	$
3	**Teacher Handheld wireless Wi-Fi Devices** with Management tool for 20 teachers to fully control tablets for instruction only at school and home. 1 yr. warranty.	20	$ 579	$ 34,740	$
4	**Classroom and Lab Projectors** ($583) with mounts and installations ($599) to provide visual aide to students and turn school into ASP and Adult Ed centers.	3	$ 1,182	$ 10,638	$
5	**Interactive Smart Boards** for Technology Training and Advanced College Dual Enrollment Classes includes installations. $ 14,000 yearly.	4	$ 3,500	$ 42,000	$
6	**Desktop Computers** for New Math and Science STEMS labs used for both regular and extended learning classes. Year 2-3 for Parent Center, Technology Teacher Center for Classroom and Lesson Plan Development and Community wi-fi Café with College Go Center Student labs. All in One Touch screens, HP ENVY Recline 27-k037c 27" TouchSmart Desktop Computer, Intel Core i7-4765T, 8GB Memory, 1TB Hard Drive.	30	$ 1,379	$ 124,110	$
7	**Device Classroom Power packs** included at $45 each for 20 classrooms. Required for students not charging tablets at home.	20	$ 45	$2,700	$
8	**Cloud Server** for handling 260 devices and new Internet Capacity need at school. School to Home Push and Pull Lessons. Drops and Connections critical for technology rollout yearly additions.	1	$ 12,500	$ 37,500	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	Device Lightspeed licenses to control student devices for CIPA compliance and APP incentive programs. $3,380 yearly.	260	$ 13	$ 10,140	$
13	Device Software for Students (Explore)	260	$ 100	$ 78,000	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	CurriculumLoft EXPLORE1:1, content from theCurriculumLoft CLOUD can be synced locally to any student device (Android, iPad, PC, MAC for 24/7 access, even without and internet connections Learning is extended far beyond just the classroom. On Android devices, CurriculumLoft EXPLORE1:1 also provides remote app management. Push and Pull applications to and from a single device or group of devices - all from a central admin portal. This software also delivers a unique student experience on Android devices with a customized mobile operating interface. From their home screen students can quickly access apps, tools, and content that has been selected for them by their teachers. On CurriculumLoft's KUNO tablet (Android), the EXPLORE1:1 functionality goes a step further by locking down devices so that only this CurriculumLoft interface and it's approved resources are accessible by students. $26,000 /yr.				
14	Teachers Tablet software for syncing entire class together. Projects tablets on boards with interactive capabilities for up to three student devices showing at once. Teacher can see all tablets on screen.	20	$ 100	$ 6,000	$
15	Campus Cloud- Curriculum Cloft CLOUD is a central repository for teachers across the district to share digital content of any file type (web links, online subscriptions, PPT, Word docs, ePubs, PDFs, videos, etc). Content is aligned to state standards and organized by departments and courses. Instructors share both horizontal and vertical Curricula alignment. Students get access to the best curriculum the district has to offer. With their own logins, students can also access the CLOUD from any web-enabled device. Setup and training is included for yr 2-3 Cloud development stages.	1	$ 10,000	$ 30,000	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19	ASP, Parent Center, Adult classes, and Go Center Desks and Tables. $5,000 each setup. LX Workstation (24" W x 48" L) with chairs. 10-15 per lab. $332 per adult student desk and chair.	3	$ 15,000	$ 45,000	$
20			$	$	$
21			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	**$ 765,708**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds		

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 228

Category	Number	Percentage	Category	Percentage
African American	6	2.6%	Attendance rate -ESC 94.8%	93%
Hispanic	212	93%	Annual dropout rate (Gr 9-12)-ESC 3.3%	18.3%
White	10	4.4%	Annual graduation rate (Gr 9-12)-ESC 85.7%	16.2%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	43%
Economically disadvantaged	208	91.3%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	59%
Limited English proficient (LEP)	93	40.8%	Students taking the ACT and/or SAT-ESC 73.9%	0%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)-ESC	0 no testers
			Average ACT score (number value, not a percentage)-ESC	0 no testers

Comments:
Less than 3% of Coastal Bend students graduate with a BA/BS after 6 years of graduating from high school much less for graduate and doctorate work. A problem that will be the upmost challenge for C3 is to create a higher vision for students and to work closely with parents to begin preparing students for both College and Career Completion (Texas Higher *Education* Coordinating Data for 2012 Graduates). No graduates are yet to experience a true college going process at DGML and solutions will be included in C3 to retain and prepare grads for post secondary success. *DGLM has 60% of teachers with less than 5 years of experience compared to the state's rate of 33% as the shortage of teachers flock to the bigger higher paying surrounding cities with less at risk students. The average starting DGLM salary for teachers under 5 yrs of experience is $31,365 for new teachers as compared to the state's pay rate of $44,354 (**nearly $13,000 less**). C3 will allow for competitive hiring and retention within the Coastal Bend Area and will include extra duty pay for teachers to earn additional earnings to help turn the campus around in Professional Development teams.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	14	71.8%	Bachelor's degree	16.5	84.6%
White	5.5	28.2%	Master's degree	3	15.4%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	8	41%	Avg. salary, 1-5 years exp.	$ 31,365	N/A
6-10 years exp.	5	25.6%	Avg. salary, 6-10 years exp.	$ 36,936	N/A
11-20 years exp.	2	10.3%	Avg. salary, 11-20 years exp.	$ 49, 032	N/A
Over 20 years exp.	1	5.1%	Avg. salary, over 20 years exp.	$ 29,650	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															

County-district number or vendor ID: 178801   Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	75	38	25	19	12	2	3	6	9	14	4	9	9	3	228
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	75	38	25	19	12	2	3	6	9	14	4	9	9	3	228

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	4	2	2	1	1	1	1	1	1	1	1	1	1	2	20
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	2	2	1	1	1	1	1	1	1	1	1	1	2	20

Schedule #13—Needs Assessment	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process.

Designated with a mission for giving Corpus Christi students a second opportunity to complete an education, DMLG is primarily serving a large Hispanic student population (93%) with a high *At-Risk* (87%) and *Economically Disadvantaged* (91%) student population. DMLG faces an **18.2% HS dropout rate** (Grades 9-12) the Texas rate of **2.4%** and a **2.3% MS dropout rate** (Grades 7-8) as compared to the states **.3%** or approximately **8 times the state's rate in both categories**. DMLG has undergone a systematic process of identifying the DMLG campus needs with a designated group of <u>campus and community educators to include parents and students</u> designated as the *C3 American Dream School Council*. The Campus Needs Assessment (CNA) process was critical in determining objectively based data, and includes multiple measures to identify which student subpopulations are most in need, and to establish a priority of services to be provided. The CNA was the pre-work to the development of the District and Campus Improvement Plans and was useful in updating the needs of the DMLG for the design of Project C3. According to TTIPS guidelines, the Five Step Process creates quantifiable **C3 Goals and Objectives** with realistic, measurable and attainable services.

➢ **Step Process One: Identify the Purpose and Outcomes** - The Superintendent assembled a team to initiate the CNA development process at DMLG. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest data sets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CNA which was led by the Superintendent. Quality and experienced TTIPS external consultants were included to guide toward an effective design that will meet the goals and objectives of the TTIPS grant requirements.

➢ **Step Process Two: Establish Committees for Each CNA Area** – Committees were formed to examine single areas and later cross-checked other areas, as to "double-check" every section with diverse vantage points. Each group selected a leader to facilitate the discussion and brainstorming outcomes and responses were charted. These findings were later shared (Step Four) with the whole group and feedback was taken. Specifically, the CNA Areas of Focus were the 7 CSF outlined in the TTIPS grant with specific dates and timelines for implementation.

➢ **Step Process Three: Determine Types of Data Sources to Examine** – The charted outcomes and responses were reviewed for which particular items require data based measures. Because campus staff was asked to bring the latest data sets pertinent to their position to the meeting, data sources were able to be reviewed on the spot. A list of data sources not available at the meeting was created and the missing sources were then assigned for retrieval to corresponding staff members. The data sources identified in *Part 1: CNA Section B* specifically matches data sets required for the CNA within its corresponding CNA Areas of Focus (see chart below).

➢ **Step Process Four: Determine Areas of Priority and Summarize Needs** – During Step Two, groups were asked to brainstorm and to chart their responses. In this Step, the small groups were asked to settle their findings by consolidating similar notions and then asked to identify the top three needs in their respective area of focus; these findings were presented to the larger group. Large group discussion of the findings led to the development of a prioritization of campus/district needs with allocated budget amounts. Dissenting views were aired and discussed until consensus was built for all key needs.

➢ **Step Process Five: Connect CNA to CIP and TTIPS Grant Guidelines** – Summaries of the findings were used in the development of this proposal and will be included in the upcoming CIP. The needs determined were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community. The strengths that the campus has in place were also described as to identify potential and modeling opportunity for weaker areas. C3 was developed and submitted to TEA.

DMLG CNA Key Areas of Focus	Specific Prioritized Needs
High Needs Demographics	*At Risk, LEP & Economically Disadvantaged subpopulations*
College and Career Achievement	*Math and Writing <regional average, 0% SAT, College Credits,28% Enroll*
School Culture & Climate	*Increase campus graduation rates, students leave prior to 12th grade*
Retaining HQ & HE teachers	*Stringent teacher selection evaluation; Filter and incentivize*
Curricula & Instruction	*Vertical and Horizontal Alignment via a campus cloud with TEKS alignment*
Family & community involvement	*Increase parental support with monthly trainings for school success*
School Organization	*Classroom PD with 60% of teachers under 5 yrs. of exp.; Need home visits*
Limited Technology for students	*Instant classroom assessment; utilize 1:1 Device; Home to School Lessons*

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process.

District Solutions

DGML appointed a central office team to assess the academic achievement of DMLG using multiple data, resources, reports, and CIP indicators. The TTIPS Comprehensive Needs Assessment training identified that a complete Six Step Teacher Development Cycle was necessary for School Improvement as **85% of the teachers have less than 10 years of experience** with 60% with less than 5 yrs. of experience. The C3 Design Team assembled the best strategies and personnel that could take an honest look without placing blame on what will solve the issues and problems. The district will create specific PD and Professional Teams to help direct the plan for the next three years while growing teachers as campus problem solvers. DGML will maximize resources by collaborating on TTIPS costs with PD, conferences, programs, and hardware whenever possible in an overall district plan discussed in the management section. Teacher PD needs to be continuous, intensive, and connected to practice; focused on specific academic content; and related to other school initiatives to encourage teamwork and collaboration among educators(Orphanos, S. (2009).
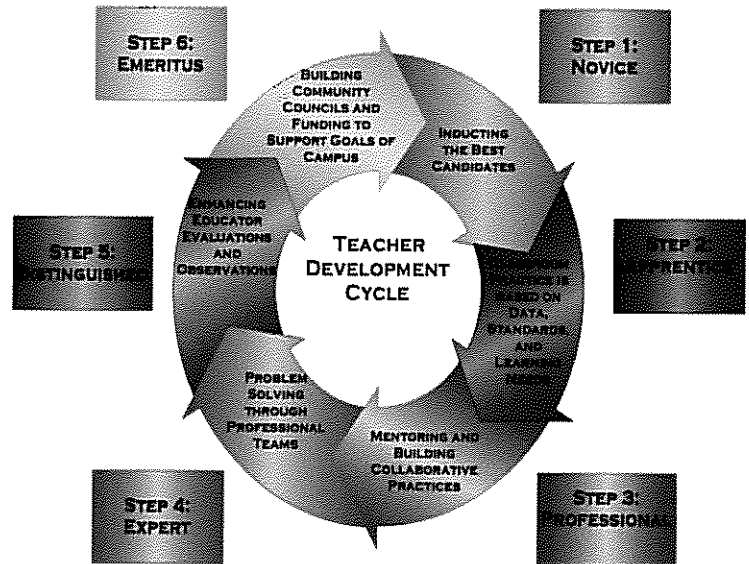
Data Sources Reviewed

☐ **Student Achievement**: Reviewed-AEIS Reports (STAAR State Assessment Data); Grade Speed (GPAs and teacher-input data); TELPAS Results; AEIS Reports; AYP and State Data tables; Grades and Benchmarks, MS Completion, GED, Dropout rates; college readiness indicator data (AP, SAT, ACT, Dual Enrollment).

☐ **School Culture and Climate**: Reviewed-TTIPS Planning meetings, Tech surveys of all students, teachers, and parents; Student Focus Groups, comprising representative sample of all student populations; Parent Focus Group; Teacher Focus Groups; Teacher Interviews; Online Feedback mechanisms; School Walkthrough Information;

☐ **Staff Professional Development (PD) & Instruction, Assessment**: Reviewed-Curriculum; campus scope and sequence development; testing coordinator database; Student Survey; District Benchmark Data; Lesson Plan Collections; Teacher Surveys; School and program schedules, TTIPS Meetings.

☐ **Family and Community Involvement**: Reviewed-Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for situation and school; Family Language Data; Local College Institution Reports. School Context and Organization: Reviewed-School Geographical Data; C3 Schedule; Mentor Teacher Information; Administrative Interviews; Meetings with various levels of School personnel.

☐ **Campus and Home Technology**: Reviewed-STaR Chart, Professional Development Records; Technology Audits; Technology Plan; technology server, infrastructure, hardware assessment; technology dept: In-depth analysis of Special Programs data, college readiness indicator data (AP, SAT, ACT, Dual Enrollment, etc..

☐ **Community Demographics**: Reviewed-Enrollment Figures from District's student information system; District Grade book; AEIS Reports; Future Student Transfer Document provided by District; Dropout logs; Pregnancy and at-risk tracking records; past demographics, College Attainment of HS grads.

☐ **Staff Quality, Recruitment, and Retention**: Reviewed-Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student Ratios; Completion, GED, Dropout rates; PD Reports; STaR Chart.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Academics and Graduation	DMLG will improve student achievement with **STAAR Met Standard** (sum of All grades without TPM) includes: Reading/ELA (Grades 6-8th) to 90% passing STAAR using Brainfuse, 1:1 Devices and Cloud programs; Improve Student Achievement in Mathematics (Grades 6-8th) from <u>71%</u> to 84% passing STAAR to include a summer accelerated program for new students; Improve Student Achievement in Science (Grades 6th-8th) from <u>48%</u> to 83% passing STAAR with new STEMS / NSC program; Improve Student Achievement in Writing (Grades 6th-8th) to 95% passing Social Studies to 95% with Master Teacher and ESC workshops. Math/Science Coaches with new classroom instructional aides will help bolster higher scores with intensive teacher classroom modeling.
2.	Data to Drive Instruction	Improve Teacher Technology Targets with **STaR Chart**; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding TTIPS workshops; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve a school rating from Acceptable to Exemplary; Improve the use of Standardized Test Reviews; Improve Tutorials for at risk/ Low Performing students (LP) with Research based online SES tutoring with Brainfuse.
3.	College and Career School Climate	Increase School Pride with **new student clubs and motivational college tours for graduation and college matriculation**; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center.
4.	Learning Time	Align with **ACE program and Brainfuse** for targeting extended Learning Time with flexible **block schedules for Math**; Provide extra-curricular clubs with Teacher incentives; Provide Before School and summer school support for a morning lab; Provide Parent and Community evening events to engage TTIPS academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology coach; Provide Saturday cultural festivity events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills.
5.	Parent and Teacher Training	Increase parent communication with **technology and family education**; Create STEMS CSL projects like Engineering Technology, Ag, Solar and biology with Del Mar, TAMUK, TAMUCC. Increase Partnerships for TTIPS student incentives; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Increase comprehensive **Master Teacher comprehensive PD Services for all teachers to include special education and Para professionals**; Increase online and onsite PD for immediate support & intervention with PD; Targeting Profile PD will help provide home visits for weakest students. Increase comprehensive Master Teacher comprehensive PD Courses to online support for all educators; Increase online and onsite PD for immediate support & intervention with PD; Increase Technology Usage with Tablets and CLOUD.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan		
County-district number or vendor ID: 178801		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	**Minimum Qualifications**: Bachelor's degree in math, science, engineering, or related field from an accredited university; Must have knowledge of computer software and programs necessary for collecting data and reporting data; Strong knowledge of community resources experience providing educational services; Managerial/Administrative skills; Excellent communications skills; Must have knowledge and proficient use of technologies to deliver administration; Must enjoy working with at risk children. Experience with high risk students from socially, economically, and educationally deprived populations; Experience in operating / managing math and science programs; Skills in public relations, proposal writing and supervision; A minimum of two years experience in successful program management.
2.	Technology Coach	**Minimum Qualifications**: Bachelor's degree in math, science, engineering, or related field from an accredited university; Must have knowledge of computer software and programs necessary for collecting data and reporting data; Strong knowledge of community resources experience providing educational services; Managerial/Administrative skills; Excellent communications skills; Must have knowledge and proficient use of Promethean Boards and other technologies to deliver instruction; Must enjoy working with children.
3.	Graduation and Teacher Coach	**Minimum Qualifications**: BA/BS degree in math, science, engineering, or related field from an accredited university. Experience with high risk students from socially, economically, and educationally deprived populations; Experience in operating/managing math and science programs and 3 years of exceptional teaching background; Skills in public relations, graduation requirements and supervision; A minimum of two years experience in successfully working with a federally funded grant project.
4.	Family Facilitator	**Minimum Qualifications**: Bachelor's degree in social science or humanity or related field from an accredited university; Must have knowledge of computer software and programs necessary for collecting data and reporting data; Strong knowledge of community resources experience providing family educational services; Managerial/Administrative skills; Excellent communications skills; Must have knowledge and proficient use of Promethean Boards and other technologies to deliver instruction; Must enjoy working with At-Risk children.
5.	College Assistants	**Minimum Qualifications**: Must have a min of 30 college hours and attending an accredited university; Must have knowledge of computer software and programs necessary for collecting data and reporting data; Strong knowledge of community resources experience providing student educational services; Managerial/Administrative skills; Excellent communications skills; Must enjoy working with children in after school setting.
6.	SIRC/ TAP Master Teacher	**Minimum Qualifications**: Master teacher Program with over 40 years of PD experience nation-wide will spearhead all PD training for DGML. ESC 2 Regional Trainers in Education will supplement STAAR training and specific training for area initiatives. Preferred education Ph.D.
7.	Professional Team (PT)	**Minimum Qualifications**: American Dream Schools will help develop PT in each school campus. The consultants will have 23 years experience with turnaround schools and college readiness. Preferred education Ph.D.
8.	Evaluator	**Minimum Qualifications**: The Marzano Center with Robert J. Marzano, Ph.D. will be contracted to lead high quality evaluation training and observations. Preferred education Ph.D.
9.	Mentoring Consultant	**Minimum Qualifications**: Mentoring Corporation will help develop a strong mentoring program with fidelity, training and ongoing support for three years. Dr. Grey has extensive published experience and uses research based practices in all his work. Preferred education Ph.D.
10.	Technology Consultants	**Minimum Qualifications**: Cloft and VisionEd will be used to help implement a stronger technology design through a community Cloud and will help develop teaching skills necessary to launch at each campus. Preferred education M.Ed

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External Provider Roles (see Chart on Side)

External providers will be recruited mostly for HQ and HE Teacher Development. Hires will be subject to current external contractual protocol and final approval by DGML administration. C3 utilized the historical success records and overall effectiveness of external providers with Turnaround Models in determining their involvement <u>before recruiting</u> the services. The recruitment process began by screening providers' scientifically based merit, practicality, and cost effectiveness as well as most recent and current practices that meet TTIPS standards. C3 has recruited Institutes of Higher Education (Del Mar CC and TX A&M CC) and agencies of social services (CIS) through this process in response to the needs and solutions presented. Key consultants for the program will include Dr. Gray from Mentoring Inc, Dr. Frasier, principal and consultant for High At Risk Turnaround Schools, Mary Alice Gonzalez, former Principal who has extensive PD experience in Texas.

Screening Providers

DGML process for screening independent providers to include consultants follow local LEA procurement policy approved by the School Board only when internal support in not accessible or possible. C3 will be evaluated and supported by a team of independent external consultants who will meet LEA employment requirements to include background checks and referrals. Screening also includes experience with recent PD training, grant evaluations, administrative support, former grant activities and actual participation in turn around schools.

Selecting Providers

Selection criteria is focused on education and experience with TTIPS programs to include but not limited to the following areas: background in LEA/IHE teaching , leadership social sciences, such as psychology, sociology, criminal justice, public administration, or education, formal training in research methods, Graduate-level training, a minimum of a Masters Degree or Ph.D. in Education or Sociology, research knowledge required to conduct TTIPS training and evaluation, expertise in qualitative methods such as interviewing and focus groups, competent with quantitative methods required to analyze surveys and attendance data, familiarity with different kinds of databases and computer programs. For this grant DGML selected to work with TEA/SIRC (as per RFA) to provide a comprehensive evaluation as per the TTIPS Evaluation plan. **TEA/SIRC** and the **Marzano Center** will provide the external evaluation support. All consultants will act on an independent basis, provide monthly reports and will be making the necessary improvements for C3 to meet the goals and objectives of the grant. *"If you do what is right for the first 1-3 years of teachers' careers, then you have trained them and ensured that you have teacher leaders for the next 10-20 years and beyond."* -Dr. Narcisse, Boston Public Schools, 2010
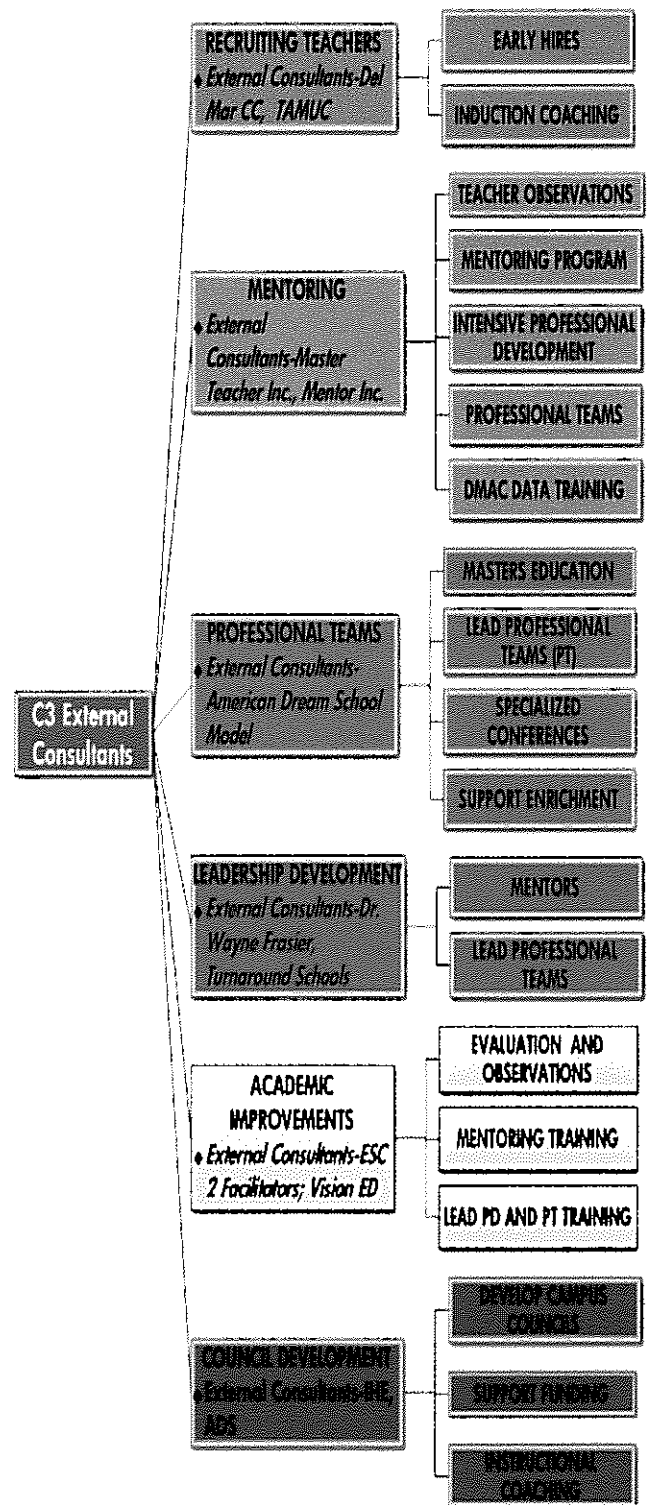
For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only.

Continuous Improvement Process (CIP) The CIP Plan *(see chart on right)* includes strong district commitments, linked to support systems to align the 7 CSFs for accelerated achievement, system transformation and over all sustainability to ensure that the grant meets and exceeds the grant goals and objectives designed in the *Transformation Model* (TAIS Implementation & Monitoring Guidance). The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Project Coordinator (PC). The Coordinator will work closely with an *External Evaluators* to facilitate the implementation and monitoring of the proposed project. Using an *External Evaluator (TES/SIRC)* will ensure fidelity of implementation and remove any existing local political motivations from the improvement process will be a crucial factor in the successful implementation. A significant amount of time, effort and resources will be dedicated to the planning period of which the *External Evaluator* will be invited to document. DGML will rely on the technical assistance and training to be provided by SIRC during the planning period and investing significant time and resources in preparing TTIPS campus staff. TTIPS Staff will meet daily, weekly and provide reports to consider data, students, partners and timelines.

Frequency of Monitoring

A key aspect of ensuring implementation fidelity and influencing overall improvement will be ongoing and continuous monitoring each of the program's facets, in order to raise substantially the achievement of the students so as to enable the school to make adequate yearly progress and exit improvement status. Continuous monitoring will occur in the regard that each area is given a "spot check" at least once each week for obvious signs of difficulties, and a more in-depth review on a monthly basis. Thorough examination checks will occur primarily through systematic data collection and classroom observations. The DGML Grant Coordinator and principal will daily discuss the grant's implementation, refinement and sustainability. A web forum will be created for TTIPS staff and teachers to review and input daily. The grant coordinator will monitor attendance weekly and review TTIPS monthly reports and will help provide continuous feedback on the quality increased learning time for new community-oriented schools. The project ensures that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the external evaluation team (TEA/SIRC) that are familiar with TTIPS through both quarterly formative and yearly summative reports.
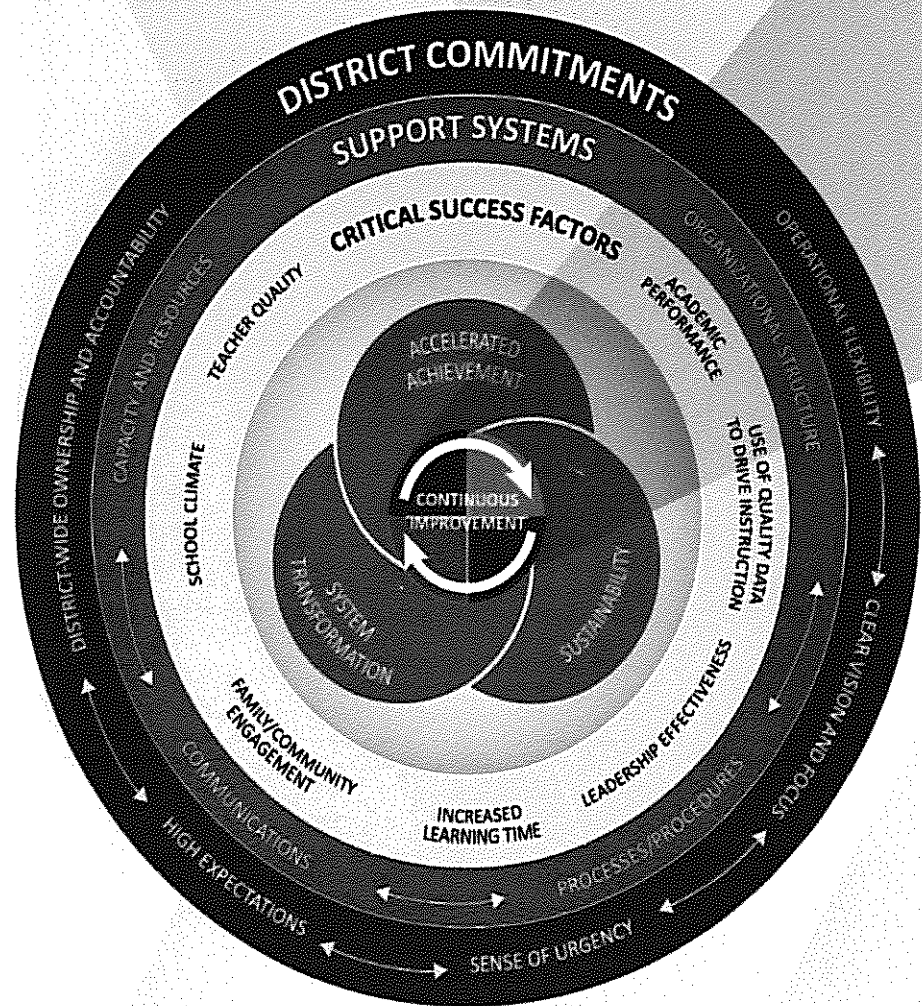
For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

Existing Efforts

The campus reform initiative undertaken by DGML will support existing efforts and will sustain key elements beyond the term of the grant. C3 is a program designed to primarily utilize knowledge and professional development to reach the goals of this program and transform the management structure. DMLG will rely on local partnerships, state and federal funds to sustain campus reform after the funding period ends. The Master Teacher PD Program will sustain for many years beyond the grant cycle as most learned materials will be ongoing experience. The chart below indicates the sustainability elements in the C3 grant with emphasis on ongoing, existing efforts that are similar to C3.

DMLG TTIPS Sustainable Elements		
Effective Leadership	**Sustained Elements**	**Funds**
Classroom Walk-throughs w/ Reflective Practices	Trained community and campus reviewers	partners
*Great Leaders, Great Teams, Great Results	HQ leaders and campus teams	local
ELPS for Administrators K-12	HQ teachers and leaders	local
Building Effective Leaders	Experienced leaders	local
Using mentoring skills to improve instruction	Experienced mentors, new teacher support	local
*Professional Teaching & Learning Campus	TTIPS Team, Community Support	partners
Coaching for Educational Leaders	Graduation/Technology Coaches	local
Quality Teaching & Learning	**Sustained Elements**	**Funds**
Critical Thinking K-12 Bloom's Taxonomy	HQ Teacher effectiveness with online evaluation	local
Master Teacher PD Program	Focused comprehensive PD designs	local
New Teacher Technology Academy	HQ teachers utilizing one on one home technology	local
Improving Literacy Skills in the Content Area	LEP/ELLA HQ Teachers	local
*Understanding STAAR	STAAR and College Readiness Training	local
Higher Order Thinking	New teaching tools for advanced learning	local
Home Technology for Instruction	Student devices with online capabilities	partners
*Teaching Learning Strategies	HQ core leaders	local
Culture of Success	**Sustained Elements**	**Funds**
Working & Understanding families from poverty	Adult ESL, GED, Parenting and Computer Classes	partners
*Culturally Proficient Schools	Extra Curricular Services and Community	local
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
Parent to Parent Model Training	Parent engagement, input and unified goals	partners
Establish Partnerships with College	College readiness elements and college tours	local
Effective Processes & Systems	**Sustained Elements**	
Funds		
Roles & Responsibilities of SBDM Committee	New policies for removing and recruiting teachers	local
High Quality District & Campus Improvement Plan	Effective CIP, DIP and TTIPS Teams	local
*School-wide Positive Behavior Support	Creating Cougar Bucks and Cougar College trips	partners
Summer Planning and Systems of Support	HQ planning and support for yearly progress	TBD
Data Driven Decision Making	**Sustained Elements**	**Funds**
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students	local
Benchmarking (Best Practices)	Classroom Projections for Specialized Tutoring (SES)	Federal
Data Management Mapping: Timely Data	ID Classroom Teacher Weaknesses	local
*Effective Use of the Data Management System	HQ Leadership and CIP Team	local
*Indicates ongoing, existing efforts that are similar or related to the planned project		

Schedule #14—Management Plan (cont.)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

Sustainable Elements

The following are some of the sustainable elements that will be targeted for future development beyond the grant cycle: new 1:1 technology, tutorials and PD to improve Student Achievement in Reading/ELA; Classroom Modules and PD to improve Student Achievement in Mathematics; new Science Labs, C&I to Improve Student Achievement in Science; new technology, tutorials and C&I supplies to improve CORE courses; Self-Assessment of Progress; yearly STAAR data plan ; Reports on performance by demographics ; high quality data disaggregation to make curriculum decisions to improve student outcomes; Instant Assessment Tools and software ; use of Standardized test reviews; higher teacher technology targets; new Teacher Observations for Highest Teaching Elements (Synthesis Evaluation); Quality Professional Learning Opportunity plus online support; greater Teacher and Student Attendance; Tutorials for at risk/ Low Performing students (LP) ; Data Disaggregation and Item Analysis Training; Participate in summer curriculum vertical alignment; End of Course STARR test training; Common planning periods ; workshops for core areas; Leadership Mentoring ; Distributed Leadership Training Workshops; before and after school to extend learning day; I tutoring as a requirement for students who are at risk of failing ; Incentives for group performance in after school tutoring activities ; parents trained in their children's academics with home visit events; cooperative learning; project based learning; enrichment personnel to support ASP ; Before School and summer school support ; Parent and Community evening events to engage academic support ; Technology Support with After School PD tech labs for teachers; Saturday events for PD, Parents and students ; Parenting Skills Classes; Awareness through Outreach to solicit family and community involvement ; Partnerships with community; Family Communication Links with Phone, internet and website; Coordination with local social and health service providers to help meet family needs; Adult parent education classes (including GED, adult literacy, and ESL programs); Meet the Teacher/Staff event; college STEMS Events; Partnerships for incentives; Parent Workshops ; Cyber Space Safe Parent workshops; increased enrichment programs; increased parental involvement activities; Incentives for perfect attendance and performance by groups; a system of positive behavioral supports; Student Advisory Council; Student Leadership Committee; school clubs with teacher incentives; Provide Science and Math Field Trips, online support for parents with Cloud; college mentor visibility; Increased Technology Integration; sign on bonus and performance incentives; increased opportunities for promotion and career growth; Increased Online PD for immediate support & intervention ; Increased HQ/HE Teachers.

Grant Commitment

C3 will ensure that all project participants remain committed to the project's success as all staff members have signed off on a campus support letter to TEA (Appendix A). This support indicates that staff is ready for the design changes and will engage in the required services that will allow the campus to meet AYP and meet grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of the charter's success. Teachers will need to sign a yearly contract with C3 to meet the requirements of their position and continued work a DGML in the following ten areas of commitment (see chart on side). These 10 areas will be the basis of C3 Professional Development Teams towards a new American Dream School Model and the pursuit of an eventual National Blue Ribbon Award. The added 100 Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements. A new culture and climate of excellence towards College and Career Completion further increasing grant commitment. DGML gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. DGML staff:

- ✓ Were presented C3 plan
- ✓ Were included in design elements with central office design team
- ✓ Were given opportunity to participate on voluntary basis
- ✓ Will submit contract and application that fulfills C3 completions per semester
- ✓ Will receive set stipends for extra duty pay with understanding of expectations based on design of C3

COLLEGE READINESS

PARENT ENGAGEMENT

CAMPUS GOALS

COLLEGE TOURS

TECHNOLOGY SOLUTIONS

HOME VISITS

PARTNERSHIPS

ENRICHMENT

CAMPUS IMPROVEMENTS

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

| Schedule #15—Project Evaluation	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Collect C3 participant rosters for program evaluations to include pre and post data analysis of service impacts	1.	Evaluate new C3 Resources and Services
		2.	Evaluate new PD for Academic Achievement
		3.	Evaluate new PD for Data Disaggregation
2.	Provide evaluations and observations reports to include rosters, evaluation forms, and data collections	1.	Evaluation Reports are given to DGML for refinements and program improvements
		2.	Evaluate High Performing Teachers on new Teacher Evaluations
		3.	Evaluate Graduation and Core Coordinator services on Teaching and Learning models toward post-secondary attainment
3.	Teacher Evaluations to include rosters, evaluation forms, and data collections by evaluator	1.	Evaluate New Induction System that includes incentives for Early Hires and retention of teachers who exceed C3 requirements.
		2.	Evaluate C3 for Extra Duty teachers in meeting program goals for afterschool, mentoring, club sponsorships and inclusion of Professional Development Teams.
		3.	Evaluate New Mentoring System for participating teachers
4.	PD and staff reports to include rosters, evaluation forms, and data collections	1.	Evaluate Apprentice/Professional teachers receiving HQ Training and PD
		2.	Evaluate teachers implementing the Professional Development Projects for C3. T
		3.	Evaluate all Staff implementing C3 strategies
5.	Evaluation recommendations and reports to include budgets, C3 forms, and data collections for sustainability purposes	1.	Technology Sustainability plans for a BYOD roll out.
		2.	Standardize C3 Process for College and Career Completions
		3.	Standardize C3 Process for budgets and Board Reports

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively.

Data Collection Process

C3 will provide both a Qualitative and Quantitative Data Collection Process that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at DGML. External evaluators (TEA/SIRC) will collect qualitative and quantitative data that allows precise measurement, including semi-structured interviews with a sample of teachers, parents, students and staff. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. A complete research study (experimental and quasi-experimental) between TTIPS and control sites to ensure the effectiveness of the program strategies and the enhancements of the TTIPS 7 CSF alignment for academic success specifically targeting one the poorest Charter Schools in Texas where DMLG serves a student population that is **91%** *Economically Disadvantaged* and **93%** *Hispanic*. The evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results and help decipher the disaggregated data results that occur immediately after each benchmark and STAAR examination. To ensure an unbiased and thorough evaluation plan, the evaluation plan will utilize an <u>independent external evaluator</u> and neither the program developers (DGML Design Team participants) nor the project implementer (Project Coordinator and staff) will evaluate the project in any way. The external evaluator, with compliance project staff and other stakeholders, will develop objective performance measures which will include data disaggregation aligned with DMAC support and evaluation instruments, to be developed and collected monthly by staff during the project's Year1 phase, that capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted on Nov. 2014, Feb. 2015, May 2015 and August 2015 for collecting and discussing data results.

Problem Corrections and Instruction Improvements

The chart on the right developed by TEA for TTIPS illustrates the proper way to address the problems and make corrections for the grant. The use of qualitative methods for data collection will involve project staff, in conjunction with the project evaluator, conducting focus groups to collect data from project stakeholders and to develop a comprehensive analysis of the project needs and progress in meeting its intended goals. Sets of open-ended questions will be developed during the Year 1 implementation phase of the grant, and refined during the project's 2nd and 3rd year components, which will serve as guides for qualitative data collection with recommendations. During Year 1 of the implementation phase, the project university evaluators and research team, in conjunction with project staff, will identify the items that will be utilized to conduct classroom improvements. The items to be identified for qualitative data collection will be framed in accordance with the type and number of stakeholders involved in the project.
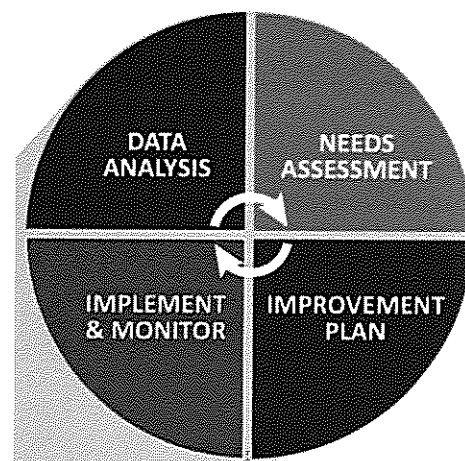
Continuous Data Analysis Improvements

The analysis of data will vary by the type of rigorous data collected for the project. SPSS software will be utilized to analyze quantitative data by developing data files that comprise coding of variables that are targeted for data collection and will serve to inform the project on the extent to which its goals have been achieved during the Year 1 implementation phase and Year 2 – Year 3 refinement and continuous improvements. Various statistical procedures will be utilized using SPSS: (1) frequency distributions and descriptive statistics will be used to present summaries of data that reflect on the project's progress; (2) T-Test and Analysis of Variance (ANOVA) will be used to analyze differences, in accordance to nominal and interval-level data, between performance measures on the experimental and control groups; (2) Chi-square and other procedures such as Spearman's Rho will be used and (3) multiple regression to predict the extent to which the level of participation in the infusion of TTIPS strategies in school K-12, as innovative strategies, impact academic achievement. Comparatively, qualitative data that is collected will be analyzed utilizing NVivo software for qualitative data analysis. Therefore, strict quarterly meetings will occur at the Superintendent Board Room to discuss and collect the required data for continuous improvements. Above all achievement is reached when DGML makes AYP.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 178801			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Home Cloud Technology with Standardized Lessons going home without need for internet	10/14	05/17
			B. College Student Tutoring with Del Mar and Corpus Christi Partnership for role models	10/14	05/17
			C. STARR Labs with Customized labs for prescriptive and diagnostic assessment of skills	10/14	05/17
			D. Science and Math Labs that will help build ongoing practice and simulations beyond school day	10/14	05/17
			E. Extended Learning with effective after school partnerships for homework and academic enrichments for both students and parents	10/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Create DMAC Training and Implementation requirements for all teachers	08/14	08/17
			B. Create DMAC Sessions with Master Teacher Consultants	08/14	08/17
			C. Receive customized STARR training by ESC consultants on improving scores	08/14	08/17
			D. Provide Data Disaggregation and Item Analysis Training	08/14	08/17
			E. Use data to plot progress	08/14	08/17
			F. Self-Assessment of Progress	08/14	08/17
			G. Improve STARR data plan	08/14	08/17
			H. Report performance by demographics	08/14	08/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Provide Data Disaggregation and Item Analysis Training	09/14	05/17
			B. Use data to plot progress	09/14	05/17
			C. Self-Assessment of Progress	09/14	05/17
			D. Improve STARR data plan	09/14	05/17
			E. Report performance by demographics	09/14	05/17
			F. Create Campus Cloud for vertical and horizontal curriculum alignment	09/14	05/17
			G. Create Best SBR curriculum for campus and rate each lesson by teacher input	09/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use high quality data disaggregation to make curriculum decisions to improve student outcomes	08/15	07/17
			B. Use Instant Assessment Tools and software	08/15	07/17
			C. Improve use of Standardized test reviews	08/15	07/17
			D. Improve Teacher Technology Targets	08/15	07/17
			E. Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	08/15	07/17
			F. Improve Quality Professional Learning Opportunity plus online support	08/15	07/17
			G. Improve Teacher and Student Attendance	08/15	07/17
			H. Improve commended performance data plan and TEA accountability rating	08/15	07/17
			I. Improve Tutorials for at risk/ Low Performing students (LP)	08/15	07/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 178801			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Provide name and date of hire for principal or date of anticipated replacement: Date: August 2014 for hire.*	08/14	07/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	**A. Attend National Conferences for turnaround models**	06/15	06/17
			B. Participate in summer curriculum vertical alignment	06/15	06/17
			C. C Scope End of Course STARR test training	06/15	06/17
			D. Attend Target Distributive Leadership Training	06/15	06/17
			E. Establish Common planning periods	06/15	06/17
			F. Attend SIRC TTIPS workshops for core areas	06/15	06/17
			G. Attend ESC TTIPS workshops for assessment strategies.	06/15	06/17
			H. Provide Onsite Leadership Principal Mentoring	06/15	06/17
			I. Improve Leadership Employee Evaluation	06/15	06/17
			J. Provide Distributed Leadership Training Workshops	06/15	06/17
			K. Get Professional Team Training and Support by ADS	06/15	06/17

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 178801			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Offer Leader performance incentives	08/14	05/17
			B. Increase Technology Integration Incentives	08/14	05/17
			C. Retain HQ and HE Leader through new bonus and incentive pay and completion of Master Leader Course	08/14	05/17
			D. Create comprehensive extra duty Leader pay to embrace new C3 ongoing PD, technology roll out and new duties in PT	08/14	05/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Increase Leader Schedules to allow for Campus C3 Councils for Parents, Students and Community	08/14	05/17
			B. Allow Leader flexibility to attend Best Practices in Turnaround schools	08/14	05/17
			C. Allow Leader Summer Planning with teachers to plan and create Professional Development Teams in 10 major areas of campus solutions	08/14	05/17
			D. Create career growth through ongoing educational programs	08/14	05/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements						
County-district number or vendor ID: 178801				Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Add time before and after school to extend learning day	09/14	05/17
			B. Implement tutoring as a requirement for students who are at risk of failing	09/14	05/17
			C. Incentives for group performance in afterschool tutoring activities	09/14	05/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Align Campus Improvement Plan with quality after school program	09/14	05/17
			B. Provide enrichment personnel to support ASP	09/14	05/17
			C. Provide Before School and summer school support	09/14	05/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide Parent and Community evening events to engage TTIPS academic support	09/14	05/17
			B. Provide Technology Support with After School PD tech labs for teachers	09/14	05/17
			C. Provide Saturday events for PD, service learning, sports, work based learning, parents and students with C3 partners	09/14	05/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Provide Teacher education courses with online Master Teacher tracking hours on task with skills learned	09/14	05/17
			B. Create Professional Learning Teaching Teams to help find School Solutions	09/14	05/17
			C. Create Teacher Tech Club for ASP Lab in order to promote higher classroom tech integration with college student supports	09/14	05/17

Schedule #16—Responses to Statutory Requirements

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Create Parenting Skills Classes	11/14	05/17
			B. Create Awareness through Outreach to solicit family and community involvement	11/14	05/17
			C. Adult parent education classes (including GED, adult literacy, and ESL programs).	11/14	05/17
			D. Include programs with Afterschool purpose	11/14	05/17
			E. Create Parent Council to attend College Tours and host Monthly Training sessions	11/14	05/17
			F. Create Summer Connections programs to help parents and students not lose academic retention during summer months	11/14	05/17
			G. Get on School Board Agenda to report progress	11/14	05/17
		2. Provide ongoing mechanisms for community engagement	A. Increase Family Communication Links with Phone, internet and website	11/14	05/17
			B. Coordinate with local social and health service providers to help meet family needs	11/14	05/17
			C. Increase Parent Workshops (Citizenship, parenting, budgeting)	11/14	05/17
			D. Meet the Teacher/Staff event	11/14	05/17
			E. Create college STEMS Events	11/14	05/17
			F. Train teacher on home visits with Profiling System for low and high students	11/14	05/17
			G. Increase Community Partnerships for incentives	11/14	05/17
			H. Increase Cyber Space Safe Parent training/workshops with new one to one devices and Internet Filters	11/14	05/17
			I. Create Wall of Fame Business sponsors for sustainability with businesses that are connected to Charter	11/14	05/17
			J. Establish a Community Advisory Council from Design team embers and partnerships	11/14	05/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency   Standard Application System (SAS)

	Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 178801			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Work Closely with SIRC, TAP and ADS to closely ensure intensive technical assistance from external providers	11/14	05/17
			B. Partner with Social work Agency	09/14	05/17
			C. Collaborate with ASP program for increased enrichment programs	11/14	05/17
			D. Increase parental involvement activities	11/14	05/17
			E. Incentives for perfect attendance and performance by groups	11/14	05/17
			F. Employ Intervention Counselor for At-Risk Students	09/14	05/17
			G. Implement a system of positive behavioral supports	11/14	05/17
			H. Coordinate activities through Student Advisory Council	11/14	05/17
			I. Form Student Leadership Committee	11/14	05/17
			J. Increase school pride with more school clubs with teacher incentives	11/14	05/17
			K. Provide Science and Math Field Trips to NASA, IHEs and Medical Centers	09/14	05/17
			L. Provide online support for parents with podcasting and You Tube Tutorials	11/14	05/17
			M. Provide grade level College Tours for PK-12th graders	11/14	05/17
			N. Create Campus Physical changes to create the C3 College completion environment that includes college banners, pics of teachers graduating, college degree earnings and motivational charts	11/14	05/17
			O. Increase college mentor visibility and male role models	09/14	07/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 178801				Amendment # (for amendments only):	
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Administration/Community Walk-through	10/14	05/17
			B. Create DMAC Training and Implementation requirements for all teachers	10/14	05/17
			C. Create DMAC Sessions with Master Teacher Consultants	10/14	05/17
			D. Receive customized STARR training by ESC consultants on improving scores	10/14	05/17
			E. Create new College Tracking system that tacks students from PK-Higher Education Completion	10/14	05/17
			F. Observe other highly qualified teachers in classroom	10/14	05/17
			G. Increased opportunities for promotion and career growth	10/14	05/17
			H. Assign Experienced Teachers into training for Classroom observations and Teacher Evaluations	10/14	05/17
			I. Create new C3 Teacher Evaluation forms that are designed and developed with teacher and principal involvement	10/14	05/17

For TEA Use Only		
Changes on this page have been confirmed with:		On this date:
Via telephone/fax/email (circle as appropriate)		By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	E. Offer sign on bonus and performance incentives	08/14	05/17
			F. Increase Technology Integration Incentives	09/14	05/17
			G. Retain HQ and HE Teachers through new bonus and incentive pay	10/14	05/17
			H. Create Comprehensive extra duty pay for teachers to embrace new C3 ongoing PD, technology roll out and new duties in PT	10/14	05/17
			I. Create Master Teacher Course with incentives for graduation	10/14	05/17
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Increase HQ Special Education Teachers through Inclusion PD now	10/14	05/17
			B. Create Professional Development Teams	09/14	05/17
			C. Increase Para Educator PD through online Para Educator Learning Network with awards as incentives	10/14	05/17
			D. Increase specific PD TTIPS Services as outlined in design	08/14	05/17
			E. Increase Online PD for immediate support & intervention	10/14	05/17
			F. Assign All teachers under 5 years of experience through new mentoring program	10/14	05/17

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 178801			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
C S F	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	E. Offer sign on bonus and performance incentives	08/14	05/17
			F. Increase Technology Integration Incentives	08/14	05/17
			G. Retain HQ and HE Teachers	10/14	05/17
			H. Create Comprehensive extra duty pay for teachers to embrace new C3 ongoing PD, technology roll out and new duties in PT	09/14	05/17
			I. Create Master Teacher Course with incentives for graduation	10/14	05/17
			J. Increase Teacher Schedules to allow for Campus Cultural Enhancement Festivals for Parents and Community	10/14	05/17
			K. Allow Teachers flexibility to attend college tours and college readiness events	10/14	05/17
			L. Allow teachers conference building time to plan and create Professional Development Teams in 10 major areas of campus solutions	10/14	05/17
			M. Create career growth through ongoing educational programs	10/14	05/17
			N. Provide Teachers and families with workshops on predators and crime influences such as gangs and neighborhood safety	10/14	05/17
			O. Provide motivational speakers for teachers, parents and students to promote good health and well being	10/14	05/17
			P. Provide Community Service Learning Opportunities for both students and teachers	10/14	05/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

District Level Support-While daily operations of the grant program are charged to the full-time, grant-funded Project Coordinator, said coordinator will work in unison with Central Administration. The Grant Coordinator will be the designated liaison between the district and campus level operations. Active support for the implementation will come from all campus staff and from the central office administration. Under the direction of the Charter Superintendent, the initiative will be collaboratively implemented by the designated Grant Coordinator, the Principal and Project Staff; C3 members will be included during the Pre-Implementation Phase as indicated in the aforementioned timeline. The SIRC PSP will work in tandem with the Principal to impact the quality of teachers and student achievement. The implementation directives are expected to flow as illustrated below by the district's capacity to serve C3;

District Capacity to Provide Teacher Quality, Data Driven Instruction and High Academic Performance:
- ✓ Professional Development through Master Teacher PD Resource Network for access to full campus PD
- ✓ Increased opportunities for promotion and career growth for certification completion among teachers
- ✓ Research based TEEM Model workshops offered with hands on strategies and onsite accommodations
- ✓ Math and Science Coaching Staff to include instructional aids in each class for immediate support to teachers
- ✓ Observation from highly qualified teachers in classroom for quality peer observation and new teacher mentoring
- ✓ Offer sign on bonus and performance based incentives to motivate work and job performance
- ✓ Using and integrating technology-based supports and interventions as part of the instructional program
- ✓ Aligning curriculum with technology to create the 21st century classroom
- ✓ Providing additional supports and professional development to teachers targeting high teacher quality
- ✓ Comprehensive Administration Walk-throughs for competent and responsive teachers
- ✓ Disaggregate academic reports by performance of demographics and gauge achievement gaps

District Capacity to Provide Positive School Climate and Increase Learning Time:
- ✓ Apply strict uniform dress for students in order for students concentrate more on academics and less on fashion
- ✓ Form a Student Leadership Committee that reports to the Superintendent and the School Board
- ✓ Employ Intervention Counselor for At-Risk Students to provide intervention services for higher risk situations
- ✓ Implement a system of positive behavioral supports to eliminate bullying and student harassment
- ✓ Coordinate activities through Student Advisory Council that reports to the Superintendent and the School Board
- ✓ Allow campus to create both an incentive and disciplinary plans to retain or refuse teachers
- ✓ Increase college readiness tours for students along with incentives programs to increase student participation
- ✓ Increase parental involvement activities that engage with children's academics
- ✓ Incentives for perfect attendance and performance by groups so that competition increases performance
- ✓ Increase campus pride activities so students take ownership of campus
- ✓ Hire Social Worker to deal with day to day situations with students and identify learning and other limitations and operate as a link among the school, the students, their families, and the community's social services

District Capacity to Provide Support for Parent and Community Involvement:
- ✓ Increase Family Communication Links with Phone, internet and website to establish effective communication
- ✓ Coordinate with local social and health service providers to help meet family needs
- ✓ Adult parent education classes (including GED, adult literacy, and ESL programs) to increase literacy
- ✓ Create Parenting Skills Classes that increase parents' ability to deal with children at their level
- ✓ Create Awareness through Outreach to solicit family and community involvement in school functions
- ✓ Implement tutoring as a requirement for students who are at risk of failing through tutoring for at risk students
- ✓ Various incentives for group performance to offer a sense of competition to include access to college tours

District Capacity to Provide Support for Leadership Effectiveness
- ✓ Attend Target Distributed Leadership Training to emphasize the distinction in roles
- ✓ Establish Common planning periods for Core Area Teachers for scheduling purposes and PD
- ✓ Attend SIRC TTIPS workshops for core areas and technical assistance
- ✓ Attend National and State Conferences for turnaround models for acquiring tools of professionals
- ✓ Participate in summer curriculum vertical alignment for good use of training time available for specific purpose
- ✓ DMAC, TRAKIT and other data utilization resources that can help with effective monitoring of C&I
- ✓ Create established evaluation tools for teacher removal and promotion

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178801	Amendment # (for amendments only):

Part 4: Pre-Implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year.

Critical Success Factors	Planned Pre-Implementation Activities	Timeline
1 – Improve Academic Performance, A. Data-driven instruction B. Curriculum Alignment C. On-going Monitoring of Instruction	Complete C3 Summer Teacher Workshops with all key staff leaders to create aligned C&I with both horizontal and vertical alignment , disaggregate latest STAAR data, create new evaluation matrix with all teachers, plan all TTIPS CSF strategies with timelines and calendar coordination and recruit effective teachers in hard to fill core areas specifically Reading/ELA, math and science.	July 14-25, 2014
2 – Increase the Use of Quality Data to Drive Instruction	TTIPS ESC 2 Workshops	Summer 2014
A. Data Disaggregation/Training	C3 Summer Work	July 14-25, 2014
B. Data-driven Decisions	Administrative Recruitment of New Core teachers	July 14-25, 2014
C. On-going Communication	New Technology Alignment with technology department support	July 14-25, 2014
3 – Increase Leadership Effectiveness	Support New Principal (less than 2 yrs. at school)	2014 Summer
A. On-going Job Embedded Professional Development	STAAR PD Sessions provided by Region 1	Summer 2014
B. Operational Flexibility	Increase Double Blocks for Math	July 14-25, 2014
C. Resource/Data Utilization	Incorporate DMAC, TRAKIT	July 14-25, 2014
4 – Increase Learning Time	Align with 21st CCLC programs for at risk students	Fall 2014
A. Flexible Scheduling	Create Pullout Academies	Fall 2014
B. Instructionally-focused Calendar	Create YAC for website	Fall 2014
C. Staff Collaborative Planning	Teacher Summer Planning	July 14-25, 2014
5 – Increase Parent and Community Involvement	Create TTIPS Parent Activities	July 28-31, 2014
A. Increased Opportunities for Input	Provide C3 Parent and Community Forum for input	July 14-25, 2014
B. Effective Communication	Create all bilingual TTIPS materials using family friendly technology such as frequent messages sent home via both email and text	July 14-25, 2014
C. Accessible Community Services	Plan alignment with Parent Involvement Department	July 28-31, 2014
6 – Improve School Climate	Hire College Mentors for College Readiness	Fall 2014
A. Increased Attendance	Create new incentive and college tours requirements	Fall 2014
B. Decreased Discipline Referrals	Reunite Design Team .	Fall 2014
C. Increased Involvement in Extra/Co-Curricular Activities	Bring back Cougar Bucks for Campus store incentives	Fall 2014
7 – Increase Teacher Quality	Schedule TTIPS ESC and DGML PD workshops	July 14-25, 2014
A. Locally Developed Appraisal Instruments	Review all local appraisal instruments to include removal process from DMLG for lack of growth and poor performance	July 14-25, 2014
B. On-going Job Embedded Professional Development	Identify real needs and seek consultants to meet needs.	July 14-25, 2014
C. Recruitment/Retention Strategies	Create HQ Recruitment scale for incoming teachers and sign in bonuses	July 14-25, 2014

Summer preplans are contingent upon TEA approval of NOGA and /or approval of expenditures .

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 178801		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 178801			Amendment number (for amendments only):	

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only		
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178801	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 178801		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 178801	Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: